



Outreach Division of School Improvement

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ESEA Flexibility Waiver

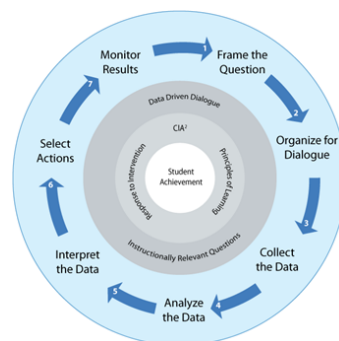
This allows Indiana to be exempt from certain aspects of the federal No Child Left Behind law. It also gives local schools flexibility in how they utilize federal funding and allow more of these decisions to be made at the local level. Indiana is process of applying for an extension of the waiver through the 2017-18 school year. We must submit the application by March 31, 2015. The draft language is located [here](#).

Effective Use of Data

The focus of this article for this month is [Turnaround Principle 6 –Effective Use of Data](#). Turnaround Principles are not only used as a strategic system to support schools that may be struggling, but more importantly the eight principles are indicators for high performing schools. When discussing [Turnaround Principle 6](#) using data effectively can positively impact student achievement. A cyclical process of reviewing data creates data driven dialogue with instructionally relevant questions that help determine the principles of learning, response to intervention, curriculum, instruction, and assessment.

Data for Climate and Culture

Collecting and analyzing multiple points of data surrounding the school's climate and culture can illuminate additional opportunities for improvement. Schools can review attendance, tardies, behavior/ discipline, and survey data during this process. Monitoring school attendance and tardies can have an effect on student achievement. Students are not able to learn if they are not in school. It is essential that schools proactively begin to identify students with attendance issues and work with the student and family to reduce the barriers preventing the student from being at school each day and on time. It is also an effective practice to review behavior data and set up interventions for the most frequently referred and/or suspended students with the goal in mind of reducing their time out of the classroom where a student learns best. Trends in behavior data may reveal the need for support for the staff in professional development in the area of behavior management. Survey data from all stake holder groups should also be used to monitor the climate and culture. Use the data from the surveys to develop a plan for improvement with the school leadership team and community representatives.



Data for Student Achievement

For sustained school improvement it is essential that all staff members are familiar with student data and use it to drive instructional decisions. Staff should have easy access to the data management system. When embedded into the culture of the school, this system should allow for a systematic collection and analysis of a range of student data. Teachers should effectively utilize the data regularly to determine instructional strategies, student groupings, and targeted interventions. By setting up clear and effective protocols that guide the use of data, staff members will know how to review disaggregated data to track and monitor the progress of all students. This will help in monitoring the implementation of strategies and striving to meet the goals established in the School Improvement Plan.

Analysis Process

An established specific schedule, process, and protocol for analyzing on-going formative assessment data are extremely important to ensure improvement. Collaboration time with an expectation of analyzing formative assessment data during this time should be embedded into a school's schedule. The principal should have a way to monitor the effectiveness of this collaboration time. The outcome of the collaboration is a developed plan of how the areas of weaknesses will be addressed in instruction and lesson planning. All if these data sources should also direct professional development opportunities towards instructional needs rather than teacher interest, ensuring that the professional development is geared toward the School Improvement Goals versus being disconnected and random. During daily, frequent walk-throughs, principals should be focused on verifying that agreed upon practices and improvements are implemented with quality. Teachers should understand that principals will be verifying the implementation of professional development initiatives in their teaching.

This article is available [here](#) in its entirety to access separate from this newsletter.

I am also here to support schools in this area as well as in other school improvement efforts. Please contact me if I can assist in anyway.

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March

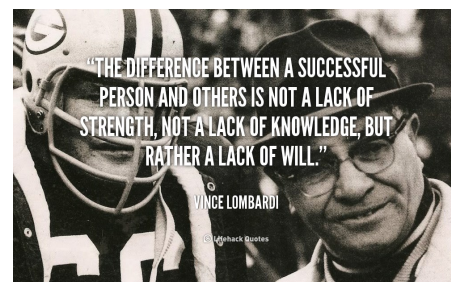
2015

What It Takes to Be Number One— Inspirational Video

In this difficult stretch of the school year I would like to share a short inspirational video. I hope that you will share this message with your staff.

He was named "Coach of the Century" by ESPN. The Super Bowl Trophy is named in his honor. And over forty years after his death, coach Vince Lombardi's legendary words continue to influence others.

"Watch your thoughts, they become your beliefs.
Watch your beliefs, they become your words.
Watch your words, they become your actions.
Watch your actions, they become your habits.
Watch your habits, they become your character."



To view a short video with this message visit <https://www.youtube.com/watch?v=UpBKzjkpXOY#t=15>

Indiana Department of Education Seeks Your Input

There are two ongoing critical conversations in Indiana for which we need your continued involvement and ideas. The two areas for which we seek input are:

1. Indiana Assessment System of the Future
([Memo Indiana Assessment System](#)) ([Indiana Assessment System Options Chart](#))
1. Indiana Accountability System Growth Model Chart and Associated Point Values
([Memo Indiana Student Centered Accountability](#)) (Observed Growth [Chart 1](#), [Chart 2](#), [Chart 3](#), [Chart 4](#))

Please take time to read the memo associated with each area, and then please follow the links to feedback tools for each.

1. Indiana Assessment System Feedback Survey ([click here](#))
2. Indiana Accountability System Growth Models Survey ([click here](#))

We would also ask that you share these opportunities directly with your education community, and encourage their feedback. Thank you in advance for your time. **The surveys will remain open through Friday, April 3rd.**

Acuity Update— Readiness 3 and Algebra I ECA for Grade 8 and below

Flexibility regarding the administration of **Acuity Readiness 3** is being provided so that schools may use the tool instructionally. The purpose of Acuity Readiness 3 is to provide access to rigorous items aligned to college- and career-ready Indiana Academic Standards in addition to enabling teachers to monitor student progress in terms of learning the new standards and to identify students in need of intervention.

Administration Flexibility provided:

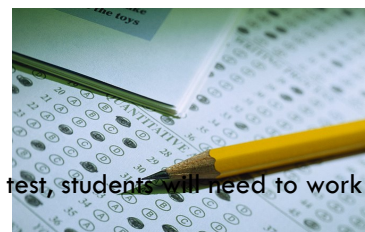
- May use items instructionally, rather than as a formative "test"
- May print items and use as instructional activities
- Any school staff member may "administer" or discuss items with students
- Example: Middle school Math teachers may want to use math items

Ethical Practices and Test Security to keep in mind:

- Keep documents in the classroom; do not send the materials home
- Make it clear to students that these activities are for practice, and on the actual test, students will need to work on their own to "show what they know"

Important Notes: CTB Acuity staff are creating a "guide" to assist Acuity users with this flexibility. Information regarding the guide will be disseminated to Acuity users by CTB.

Schools choosing not to administer the Algebra I ECA to students in grade 8 and below are welcome to substitute the Acuity Readiness 3 assessment for the Algebra I Predictive C assessment (as long as the site signed-up to use the Acuity Readiness assessments).



Guide to 2015 End of Course Assessment Resources

Office of Student Assessment ECA Webpage: <http://www.doe.in.gov/assessment/end-course-assessments-ecas>

Please note: This is not a comprehensive list; there are additional resources posted on the ECA webpage. There are two sets of each resource unless otherwise noted: one for the Graduation component of the exam and one for the College- and Career- Ready (CCR) component.

Blueprints The purpose of the test blueprints, designed with the help of Indiana classroom teachers, is to make transparent to educators the knowledge, skills, and abilities required of students on the assessments.

The blueprints can be used as tools to:

- Align expectations regarding mastery of the standards;
- Identify the degree of emphasis of curricular components;
- Assist and guide in prioritizing curriculum and instructional planning; and
- Enhance classroom assessment.

⇒ English 10

- <http://www.doe.in.gov/sites/default/files/assessment/eng10gradexamblueprint.pdf> (Graduation)
- <http://www.doe.in.gov/sites/default/files/assessment/english-10-ecaaccountability-blueprintspring-2015.pdf> (CCR)

⇒ Algebra I

- <http://www.doe.in.gov/sites/default/files/assessment/algebraigradexamblueprint.pdf> (Graduation)
- <http://www.doe.in.gov/sites/default/files/assessment/algebra-i-ecaaccountability-blueprintspring-2015.pdf> (CCR)

⇒ Biology I

- <http://www.doe.in.gov/sites/default/files/assessment/biologyibblueprint.pdf>

Instructional and Assessment Guidance The purpose of these documents is to provide educators with instructional and assessment guidance. Informational videos accompany these documents. The videos also provide information about the Blueprints.

⇒ English 10

- <http://www.doe.in.gov/sites/default/files/assessment/eng-10-instructional-and-assessment-guidance2014-15.pdf> (Graduation)
- <http://www.doe.in.gov/sites/default/files/assessment/english-10-ecaaccountability-instructional-and-assessment-guidancespring-2015.pdf> (CCR)
- <https://www.youtube.com/watch?v=Z0F6Dhl8dR0&feature=youtu.be> (Video Graduation & CCR)

⇒ Algebra I

- <http://www.doe.in.gov/sites/default/files/assessment/algebra-i-eca-instructional-and-assessment-guidance2014-15-v2.pdf> (Graduation)
- <http://www.doe.in.gov/sites/default/files/assessment/algebra-i-sp15-ccr-updates.pdf> (CCR)
- <https://www.youtube.com/watch?v=A6of7NnLlXM&feature=youtu.be> (Video CCR)

⇒ Biology I

- <http://www.doe.in.gov/sites/default/files/assessment/biology-i-instructional-and-assessment-guidance-2014-2015.pdf>

Item Samplers The Item Samplers on this website provide information about ECAs for students, parents, educators, and others. The items in each sampler are examples of the types of items found on ECAs. These examples can serve as models when teachers are constructing items for classroom assessment. It should be noted that the samplers are not practice tests. Informational videos accompany the Item Samplers.

⇒ English 10

- <http://www.doe.in.gov/sites/default/files/assessment/english-10-eca-item-sampler-updated-oct-12.pdf> (Graduation)
- <http://www.doe.in.gov/sites/default/files/assessment/ccr-eng-10-sample-items.pdf> (CCR)
- https://www.youtube.com/watch?v=uK_3OxfIKM&feature=youtu.be (CCR Writing Prompt Video)

⇒ Algebra I

- <http://www.doe.in.gov/sites/default/files/assessment/algebraitemssamplermay2011-non-worddoc.pdf> (Graduation)
- CCR available in the Instructional & Assessment Guidance Section above

Released Items and Scoring Notes (Graduation Exam only)

These documents include open-ended items from previous administrations of the ECAs, along with examples of actual student responses. Passages for the English 10 items are not available.

⇒ English 10- <http://www.doe.in.gov/sites/default/files/assessment/s14-eca-eng-10-scoring-notes.pdf>

⇒ Algebra I- <http://www.doe.in.gov/sites/default/files/assessment/alq-i-released-items-spring-2014.pdf>

⇒ Biology I- <http://www.doe.in.gov/sites/default/files/assessment/bio-eca-released-itemssp14with-lw-editsmwbk.pdf>

Additional Resources (direct links)

⇒ [Accommodations and Tools for IN Statewide Testing for the 2014-15 School Year Webinar](#)

⇒ [Accommodations Resource Guide and Toolkit](#)

⇒ [ECA Testing Requirements Guidance](#)

⇒ [Experience College- and Career- Ready Assessment \(Includes answer keys, videos, and user guide\)](#)

⇒ [English 10 ECA Experience CCRA Video](#)

⇒ [Algebra I ECA Experience CCRA Video](#)

Requesting Talent Pool Recommendations

The State of Indiana maintains a file of emerging classroom leaders that consists of a cadre of distinguished teachers and principals. Your recommendations will identify educators who will be of great value to your community and state and who may also ultimately receive prestigious recognition for their contributions and achievements. For further information read attached [memorandum](#) and [Talent Pool Recommendation Form](#)

Guidance for Lost Instructional Minutes Due to Weather

Recently the Department sought your feedback regarding instructional minutes lost thus far this school year due to winter weather. Your feedback was prompt and incredibly helpful in determining the attached guidance. Please note to take advantage of waiver options outlined in the memo to make up instructional minutes. Your corporation application is due no later than June 30, 2015 to the IDOE at <http://www.doe.in.gov/accreditation>.

- [Lost Instructional Time 2014-2015 Memo](#)
- [Request for Conditional Waiver of Penalty for Loss of Instructional Day](#)

Last year, there were numerous questions from schools that already exceeded the required 300 minutes for elementary grades 1-6 and 360 minutes for secondary school grades 7-12. It is important to know that you must ADD time to the existing day to makeup previously lost days.

Questions regarding the addition of time can be directed to [Sarah Frantz](#) or [George Frampton](#) in Accreditation.

Questions regarding E-Learning can be directed to [Candice Dodson](#) in E-Learning.



2015 Summer School Information for Superintendents

Please see the following [memo](#) concerning the 2015 summer school program that includes details regarding eligible reimbursable programs, required reporting, financial provisions, and other helpful guidance for school corporations. Please refer to the IDOE website Summer School page www.doe.in.gov/idoie/grants-management/summer-school or contact DeVonne Richburg by email at drichburg@doe.in.gov with any questions about summer school programs. Due April 1, 2015

2015 Summer School Important Dates & Deadlines

Wednesday, April 1, 2015 (Statutory Deadline) Deadline for submission of:

- Summer school Estimated Instructional Costs Reports
- List of all summer school Courses
- Non-standard course waiver applications

Friday, May 15, 2015

- The Department of Education will notify school corporations of the expected level of state reimbursement based on the estimated expenditures submitted.

Tuesday, September 15, 2015 (Statutory Deadline)

- Deadline for submission of the Summer School Final Report form ([Online Only](#)).

November 2015

- Summer school instructional costs reimbursements mailed to school corporations.

Presidential Award for Excellence in Mathematics and Science Teaching

The **Presidential Award for Excellence in Mathematics and Science Teaching (PAEMST)** is the highest honor bestowed by the United States government specifically for K-12 mathematics and science teaching.

Anyone--principals, teachers, parents, students, or members of the general public--may nominate exceptional mathematics or science (including computer science) teachers who are currently teaching grades 7-12 for the 2014-2015 award year. Teachers may also apply directly at www.paemst.org.

The **Nomination Deadline is April 1, 2015**. This date gives the nominated teacher time to prepare an application prior to the application deadline. The **Application Deadline is May 1, 2015**, for secondary school teachers (grades 7-12). Elementary school teachers (grades K-6) are eligible to apply during the 2015-2016 program year.

AdvancEd Diagnostic Review Team Member Call-Out

IDOE has partnered with AdvancED, a non-profit, non-partisan organization that conducts rigorous, on-site external reviews of PreK-12 schools and school systems to ensure that all learners realize their full potential, to offer IN Focus and Priority schools additional support in school improvement planning. AdvancED will be conducting 17 External Diagnostic Reviews of participating IN schools in September 2015. The External Review process examines the extent which the institution's policies, practices, and conditions, align to the AdvancED standards, indicators, and performance levels using multiple sources of data and information including student performance, stakeholder perception, school and school system Self Assessments, stakeholder interviews, classroom observations as well as relevant documents and artifacts.

The External Review process yields a written report summarizing the school/system alignment with the AdvancED standards and indicators. The report consists of numerical ratings for all standards and indicators, identification of sources of evidence used for determining the ratings, and identification of "Notable Achievements" and "Powerful Practices" as well as "Opportunities for Improvement" and "Improvement Priorities" which are leverage points for improvement in student performance and organizational effectiveness.

At this time, IDOE and AdvancED are seeking applicants for Diagnostic External Review Team Members. External review teams can be comprised of any of the following: Lead Evaluator (AdvancED selected), IDOE staff members, Teachers, Principals or other school-level administrators, District level administrators, and/or University faculty members.

Trainings for team members will take place on June 15th (in South Bend) or June 16th (in Greenwood). Diagnostic Reviews will take place in September and will consist of three days of onsite visits to schools with evening meetings. It is required that team members attend one day of June training, as well as all days of onsite visits and evening meetings. Reviews are conducted all over the state; lodging and meal stipends will be given to review team members by AdvancED.

To apply, please [CLICK HERE](#). Applications should be completed by Friday, April 24th.

Global Learning Workshop— Warsaw— April 21, 2015

Global Learning Workshop, April 21, 2015, 11:30 to 4:30, at the **Manahan Orthopedic Capital Center, Winona Lake, Indiana 46590**, Join us for a **Global Learning Workshop**. This free, registration required program features panels on Global Competence in the Workplace and Partnerships, Programs and Resources for K-12 Schools that provide strategies for success in global education in K-12 schools and recommendations to advance global competencies. Co-sponsored by DePuy Synthes, OrthoWorx, Region 8 Education Service Center and Warsaw Community Schools, panelists include business, government, higher education and school leaders. Participants will be welcomed by Superintendent Glenda Ritz and area sponsors and a buffet lunch provides opportunity to visit with international and state wide exhibitors of programs and resources. Registration is free, but limited and on a first come basis. Contact cblitzer@doe.in.gov no later than 4/17/15.

Follow the Reader— Big Goal Collaborative Third Grade Reading Team



Big Goal Collaborative's 3rd Grade Reading Team has developed a tool for increasing our region's literacy. Based on Project READS' curricula to train mentors and parents, Follow the Reader is a highly engaging, highly interactive series of 5 online programs. This Northeast Indiana Original is now available FREE to mentors, tutors, childcare providers, parents, and anyone else within the 10-county region of Northeast Indiana represented by the Northeast Indiana Regional Partnership and the Big Goal Collaborative. The online programs can be accessed through the Project READS website:

<http://abouteducation.org/>

Indiana Association for Child Care Resource and Referral

Indiana Association for Child Care Resource and Referral (IACCRR) announces **The Child Care Search** button, a free service that directs users to www.childcareindiana.org and allows your school to partner with the Indiana Association for Child Care Resource and Referral (IACCRR) and local Child Care Resource and Referral agencies to help families find high quality child care and out-of-school time options. **Adding the Child Care Search button to your school website is easy and FREE!** For more information, visit www.iaccrr.org and click on 'Link to Us'. For questions, contact the Indiana Association for Child Care Resource and Referral at datahelp@iaccrr.org.



Monthly Classroom Toolbox Tip #1

If you are a master teacher, new teacher, or an educator who is constantly working to develop your strengths and refresh your toolbox, reviewing the 49 techniques in Doug Lemov's book **Teach Like a Champion**, is a great place to begin.

Here is a quick review of two techniques to raise classroom expectations and rigor in the classroom.

Technique 1: No Opt Out

Here are four different sequences for no opt out:

- Teacher provides the answer; student not allowed to opt-out repeats the answer.
- Student provides the answer; student not allowed to opt-out answers.
- Teacher provides a cue; student not allowed to opt-out uses it to find the answer.
- Student provides a cue; student not allowed to opt-out uses it to find the answer.

Technique 3: Stretch It

Follow the right answer with follow-up questions to extend knowledge and apply skills in new ways.

Here are 6 ways to have your student stretch it:

- **Explain how or why**
How did you get that? Can you tell me why?
- **Answer in a different way**
Is there another way to solve it? Can you find another example?
- **Answer with a better word**
Can you use a better word to describe that? How could you answer that with more detail?
- **Provide evidence**
What does that mean? Can you prove that somewhere in the text?
- **Integrate a related skill**
Can you give me a synonym to that word? What is the author inferring there?
- **Apply the same skill in a new way**
Do you remember the problem in the story? How was the problem solved? How will you develop the plot in your writing?

Reminder: Focus-Targeted Designations for 2013-2014 School Year

A few weeks ago Superintendents and Title I Program Administrators were notified if schools in their district were identified with the designation of Focus-Targeted for the 2013-2014 school year. This serves as a reminder of the work and process that needs to be completed for this.

According to Indiana's approved Elementary and Secondary Education Act Flexibility Waiver, each school and Local Educational Agency (LEA) must demonstrate adequate annual progress on each measurable objective for each metric (i.e., Annual State Assessment Proficiency, Annual College and Career Readiness (CCR) Readiness Rate, and Annual Graduation Goal). Title I schools that do not meet expectations for particular subgroups will be identified as Focus-Targeted schools. These Title I schools have earned an A, B, or C based on Indiana's Accountability System, but have not met Annual Measurable Objective (AMO) proficiency goals in the traditional ESEA subgroups (i.e., Ethnicity, Special Education, Limited English Proficiency, and Free/Reduced Lunch).

The Focus-Targeted school and subgroup lists, as well as requirements and FAQ documents, have been posted on the IDOE website: <http://www.doe.in.gov/titlei/focus—targeted>.

Required actions by schools must be completed by Friday, April 10th, 2015.

Please review the Focus-Targeted memo (attached), as well as lists and requirements posted on the IDOE website: <http://www.doe.in.gov/titlei/focus—targeted>.

Please don't hesitate to contact me directly should you have any questions about this process or are in need of assistance.

Assessment Calendar and Updates 2014-2015

January 22– April 1– ACCUPLACER

March 1– April 30– ISTAR (Science and Social Studies)

March 30– May 29 6– National Assessment of Educational Progress (NAEP) Grades 4, 8, & 12–

Paper/Pencil Trends in International Mathematics and Science Study (TIMSS)

March 30– May 15– NCSC Assessment (English/Language Arts and Mathematics)

April 20– June 3– ECAs (Spring)

April 20– May 8– ISTEP+ Part 2– Paper/pencil (Pre-approval required) (Multiple-Choice & Technology-Enhanced Items)

April 23– May 15– ISTEP+ Part 2– Online (Multiple-Choice & Technology-Enhanced Items)

June 1– July 24– IREAD3 (Summer)- Online

June 8- July 24– IREAD3 (Summer) Paper/pencil (as needed)

June 18– July 30– ECAs (Summer)

Outreach Division of School Improvement

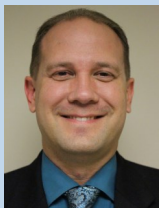
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Regional Website:

<http://www.doe.in.gov/outreach/regional-information-region-8>



Doug Thieme
Outreach Coordinator

IMAGINING THE POSSIBILITIES. MAKING THEM HAPPEN.

Please don't hesitate to contact me if I can support your work in any way at the district and school level. I am here to assist in any way.

Please pass this newsletter on to your principals, teachers, and other school/district personnel that would benefit from the information it provides. All of my previous newsletters are now archived on my regional website. The link can be found to the left. I will also be adding more resources in time.

I am continually adding individuals that would like to be added to the newsletter email so that they can receive it directly. If you are one of those individuals please email me to request that your name is added to the list of recipients.














The following remaining two pages contain Professional Development opportunities that are being offered by the Region 8 Education Service Center. PLEASE visit to see the QUALITY sessions that they are providing. They are always looking to add to their agenda and PD calendar. Please let them know of the needs of your district and school.

The last page contains resources that your principals and teachers might find beneficial to improving instruction and their lessons. Please take a look. If you find resources that are useful that schools would find beneficial please let me know.

Professional Development Opportunities and Resources

Region 8 Education Service Center PD Opportunities

Note: Courses with **[A]** have available sessions.

-  [A Toolbox of Instructional Strategies K-12: Checking for Understanding \[A\]](#)
-  [Advancing Differentiation: 6-12 \[A\]](#)
-  [Advancing Differentiation: K-5 \[A\]](#)
-  [Connecting Reading Instruction to Content: Grades 2-8 \[A\]](#)
-  [Curriculum Council Meeting \[A\]](#)
-  [K-12 Counselor Meeting \[A\]](#)
-  [K-12 Principal Meeting \[A\]](#)
-  [Math PBL with the New Indiana CCR Math Standards 6-12 \[A\]](#)
-  [Motivating Disengaged, Disruptive, Hard to Reach Students: K-12 \[A\]](#)
-  [ParaPro Test \[A\]](#)
-  [The SIOP Model \[A\]](#)
-  [Using Depth of Knowledge \(DOK\) to Develop Quality Formative Assessments: Grades 6-12 \[A\]](#)
-  [Using Depth of Knowledge \(DOK\) to Develop Quality Formative Assessments: Grades K-5 \[A\]](#)

Professional Development Opportunities and Resources

Resources

Differentiated Instruction Resources

<http://differentiationcentral.com>

<http://www.differentiatedresources.com/>

<http://www.ericdigests.org/1996-3/mixed.htm>

<http://www.readwritethink.org/professional-development/strategy-guides/differentiating-reading-experience-students-30103.html#strategy-practice>

Guided Math Instruction:

<http://www.illustrativemathematics.org/>

<http://www.k-5mathteachingresources.com/>

www.insidemathematics.org

www.learnzillion.com – for both math and ELA

Content Literacy for College and Career Readiness:

<http://www2.ed.gov/policy/elsec/leg/blueprint/faq/college-career.pdf>

<http://www.doe.in.gov/achievement/ccr>

http://www.wested.org/area_of_work/college-career/

<http://www.readworks.org/>

The National Education Association recently posted 3,000 online lessons, representing the work of more than 100 "master teachers" who translated the College and Career Ready math and language arts standards into classroom activities for every grade. The instructors share classroom videos, samples of student work and candid evaluations of resources they've tested. The project, a joint venture with ed-tech startup BetterLessons, is funded by the NEA and the Gates Foundation. Organizers hope to have 16,000 model lessons posted by the fall of 2015.

<http://cc.betterlesson.com/>

Scaffolding Lesson Strategies:

<http://www.edutopia.org/blog/scaffolding-lessons-six-strategies-rebecca-alber>

Literacy Resources:

Reading Resources Network

This teacher site by Scholastic has a wealth of information about how to support students to become better readers. The emphasis is on early elementary. The subsection Strategies for Building Success in Your Classroom is the most important for the social studies teacher with its emphasis on nonfiction, classroom libraries, and guided reading.

Graphic Organizers for Reading

This set of thirty graphic organizers has suggested applications to analyzing, brainstorming, comparing, evaluating, hypothesizing, interacting sequencing and visualizing information.

Content Area Literacy

Here are fourteen strategies for teaching students to improve their reading of history-social science material. Each has an indication of when in the lesson the strategy is appropriate and instructions for applying it in the classroom.

Using Readers Theatre

Readers Theatre is a presentation of text that is expressively and dramatically read aloud by two or more readers. Although there may be some staging or costumes, the emphasis is on reading! English Learners benefit immeasurably because they have the opportunity to practice a text several times as they prepare a performance.

Exploring How Section Headings Support Understanding of Expository Texts

This lesson supports third- through fifth-grade students' exploration and understanding of the purposes for section headings in expository texts. Resources are provided for the teacher to select texts that are appropriate to the students' reading level, interests, and curriculum. The lesson requires students to work together to explore their understanding of section headings and solve problems presented to them. For extension activities, students can write their own expository text using three to five section headings and apply the strategy to the outline format.

Choosing, Chatting, and Collecting: Vocabulary Self-Collection Strategy

The vocabulary self-collection strategy involves having students choose the words they want to learn, chat about their rationale for selecting words, and agree upon words for a classroom collection. This strategy is an effective approach to helping students understand the meanings of new words, use them in conversations and writing, and make personal connections with words while reading. The strategy also encourages students to use the words for authentic tasks and on a regular basis in their writing. In this lesson, an online Shakespeare text is used as an example. The strategy can be applied to any content area reading.

Building Reading Comprehension Through Think-Alouds

Studies have shown that the think-aloud strategy improves reading comprehension on tests. Through this lesson, the teacher will model the think-aloud strategy for students. Components of think-alouds will be introduced, as well as type of text interactions. Students will develop the ability to use think-alouds to aid in reading comprehension tasks.

Literacy and Learning: Content Literacy Strategies

Here are over 32 strategies for improving comprehension that can be applied to history-social science content reading. Each strategy is described on a separate, downloadable pdf page

Reading Strategies for the Social Studies Classroom

This Holt, Reinhart and Winston site offers U.S. and World History examples of 10 reading strategies by Judith Irvin. They include previewing text, understanding text, graphic organizers, visualizing, building background knowledge, constructing concepts, making predictions, activating prior knowledge, anticipating information, and developing vocabulary.

Be a Reading Detective: Finding Similarities and Differences in Ideas

This lesson provides a compare and contrast strategy technique for nonfiction writing. First, students are introduced to the terms compare and contrast, and asked to find similarities and differences between two common items. Next, students reference an article practice evaluating text by comparing and contrasting. A Reader's Tool Kit handout guides students to identify ways in which an author relates ideas and relationships. Students are then introduced to Venn diagrams as tools that demonstrate similarities and differences. To show that they understand compare and contrast, students independently apply the techniques they learned to curriculum-based materials and present their findings to the class.

An Exploration of Text Sets: Supporting All Readers

The lesson supports readers of a range of abilities and experience through the use of text sets. A text set is a collection that focuses on one concept or topic and includes multiple genres such as books, charts and maps, informational pamphlets, poetry and songs, photographs, non-fiction books, almanacs or encyclopedias. In this lesson, the class community will put together a collection of text sets on topics of keen interest. They will then explore these texts using three key reading strategies: (1) graffiti boards, (2) browsing for key information, and (3) uninterrupted reading/focused free writing.

Acquiring New Vocabulary Through Book Discussion Groups

This lesson explores various ways in which to foster students' vocabulary skills through direct instruction and small-group discussions. While reading the text *Pink and Say* by Patricia Polacco, students identify words that are unfamiliar to them. Working collaboratively in small groups, they discuss the meaning of these new words using context clues from the text, prior knowledge, and print and online resources. They then apply their knowledge of the new vocabulary to further their understanding of the text. This particular lesson can be modified and reused for other areas of the curriculum, with moderate preparation and researching of topic-related resources.

Extensions are included to further expand vocabulary acquisition and reading comprehension.